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ABSTRACT

The role of interdisciplinarity, recognized as the nucleus formed by the fusion of separate specialties toward a particular objective, in southern institutions of higher education is explained in this bulletin. Reorganization of traditional departments, such as that at Davis and Elkins College, is examined. Integrated Studies divisions are described along with special curricula, the tailor-made degree, and institutional innovations at several universities. Professional self-renewal is addressed as a parallel development. Five levels of disciplinarity--disciplinarity, interdisciplinarity, multidisciplinarity, pluridisciplinarity, and transdisciplinarity--are identified. Consideration is given to the overall mission of the university to society and to the significance that interdisciplinary approaches offer. Also included in this bulletin is news from several institutions in the region. (LBH)

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REGIONAL SPOTLIGHT

SOUTHERN REGIONAL EDUCATION BOARD

NEWS OF HIGHER EDUCATION IN THE SOUTH

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Vol. XI, No. 2

December, 1976

"Creating Together What We Can't Create Alone"

Interdisciplinary Explorations in the South

"We're breaking the disciplines all up at a time when we need synthesis more than we ever have in our lives."

Dean Rusk's observation, at the 1976 annual meeting of the Southern Regional Education Board, was coupled with a warning that a number of complex problems "are going to require a relatively definitive solution by around the turn of the century, if *Homo sapiens* are going to make it."

The former Secretary of State reminded the assembly that these survival issues included "the organization of a durable peace in the nuclear world" as well as the problems of the environment, the population explosion, energy, shortages of raw materials and "relations among peoples of different races and religions and national and cultural backgrounds."

"All of these major problems which we have are merging into each other. We're going to need more and more people who can see them as a whole. Where are the universal men and women, like a Benjamin Franklin or a Thomas Jefferson, who could comprehend the major fields of science and scholarship and try to put life together as a whole?"

Now professor of international law at the University of Georgia, Rusk expressed concern over the role of higher education in this effort: "I'm not sure," he said, "that we in higher education are doing enough to help students surmount this attrition of generality by more and more specialization of disciplines."

Many other Southern educators concur. One observation was that "as faculty of a college, we are a group which rarely meets for intellectual purposes even in substantial fraction of the whole, let alone as a total body. We are psychologically and intellectually strangers."

Such laments of academic aloofness often spring from deeper concerns, as Rusk's, that the traditional process of education lacks coherence and generates, at best, a kind of specialized but disjointed intellect, and that as the nation drifts from such specialization toward a fusion of many talents to attack societal problems, this should perhaps signal similar efforts on the part of higher education.

"Through its three functions — education, research and service," wrote Dr. Eric Jantsch, advocator of the interdisciplinary approach, "the university is deeply affected by...these pressures for change. To live with them, to absorb them and even make use of them, requires a new purpose and a new structure for the university."

"Interdisciplinarity" is recognized as the nucleus formed by the fusion of separate specialties toward a particular objective. Its expressions are as kaleidoscopic as there are types of human inquiry, both in scope and significance — from the cross-pollination of related undergraduate studies toward some broader understanding, to mission-oriented coordination of diffuse disciplines, talents or proficiencies.

Although no modern innovation, theoretically or practically, interdisciplinary study has made relatively few waves in American education. Most colleges and universities, influenced by student skepticism of the worth a liberal education has in today's job market, favor strong compartmentalized or pre-professional training. There are, however, growing indications that academic variations such as the interdisciplinary method — when used in particular areas of education, research and service — are often successful where conventional methods are not.

One Southern example, a small,

rather traditional West Virginia liberal arts school admitted, upon experiencing enrollment decline, fiscal hard times and, in its own words, "institutional inertia," that "the world is moving and in some places has moved well beyond the college."

Recognizing its responsibilities beyond the academic community, the college emphasized that "the more pressing problems of our society require the efforts of the humanities, the social sciences, and the natural sciences in an intimate and mutually supportive alliance," concluding that the most important areas of research today "ignore the traditional boundaries and employ the methods of insights of more than one discipline."

So without repudiating its traditional academic disciplines, Davis and Elkins College began an alternative venture in interdisciplinary study.

Common Denominators

Among initial changes at Davis and Elkins—and a familiar procedure on many Southern campuses—the traditional departments reshuffled into six major divisions for a more visible setting and closer coordination of related courses, such as: political science, sociology, psychology, anthropology and economics; art, music, English, speech and drama; biology, chemistry, earth and environmental sciences, mathematics, physics, and engineering; foreign languages, history, religion and philosophy. One division emphasizes vocationally oriented studies — teaching, business, library work and nursing. And an Integrated Studies division unites a core of nine subject fields under the collective title of *The Liberated Life*, at least one of its courses mandatory each year for all students.

Special Curricula

The Tailor-Made Degree. The Integrated Studies program also nurtures those students who are undecided on a traditional major or whose defined interests stretch beyond the circumference of a particular field. Through the flexible contract degree program, characteristically inter- or multidisciplinary, the student incorporates some college prerequisites with an individually charted curriculum harmonious with personal or future professional needs. Independent and off-campus studies, such as internships and field work, give the stimulus of avocational involvement. While releasing the student from traditional academic restraints, the program does impose more responsibility upon the individual; close contact and guidance by a faculty member or committee, however, insure an academically sound baccalaureate program.

Analogous contract degree studies are also offered at Memphis State University, Florida International University, Alabama's New College, the University of Houston, and the Open University at the University of Maryland.

Interdisciplinary programs of varying cadence and direction criss-cross traditional channels of undergraduate and graduate study in colleges and universities throughout the region. By interweaving academic boundaries, the programs are designed to show the relevance and interrelationships of one (or more) study to another.

Part of the everyday phenomena in Experimental and Special Studies at the University of North Carolina, Chapel Hill, have been individually designed degree programs such as mathematics in art, population and environment, biomedical engineering, and psychological anthropology.

Institutional Innovations. In addition to these customized specialties, there is a scattering of interdisciplinary programs in many institutions, channelled as regular course offerings.

☐ The School of Geoscience at Louisiana State University in Baton Rouge coordinates the departments of geography and anthropology and geology for the study of earth and man and their interrelationships.

☐ The curriculum at Virginia's Washington and Lee University includes biomedical ethics, an examination of issues arising out of the human impact of bio-medical research and practice, such as the current "right-to-live" and "right-to-die" controversies.

☐ In chemistry and society, students at Appalachian State University in North Carolina take a non-quantitative approach to chemistry toward its application to everyday life.

☐ And the University of Texas at El Paso combines English and speech courses to show the correlation between the written and the spoken word. Its fundamental design, explains Professor Billie Etheridge, one of four teachers of the course, is "learning to learn" by integrating skills: recording knowledge (such as note taking and information from reading); perception or interpretation of this accumulated knowledge; then communicating that perception through both speech and the written word.

The course was first team-taught, but because of difficulty coordinating time-release between teachers from the two departments, instruction shifted to the single teacher method. As in most interdisciplinary programs, each teacher has a strong academic background in and usually special training in both subjects.

Originally an Upward Bound compensatory course in the Sixties, it has been funded by the university for the past eight years as part of

the regular curriculum. Offered now for credit to all students, one dependable measure of its success is its special popularity among honors students.

Beyond the Specialist-Authority Image

Modifying education from passive to active has been attempted through the special interdisciplinary devices of a West Virginia University philosopher-engineer team, aided by faculty from ten other study fields.

Focusing on actual problem-solving rather than traditional classroom lecturing methods, Guided Design "brings knowledge alive as the tool of an active mind seeking its own solutions to complex problems rather than credulously accepting textbook or teacher theories," explained Dr. Charles Wales, the engineer.

Guided Design is also a medium for faculty development and teaching effectiveness. Although not specifically devised for the teaching of coordinated studies, the drawing of new faculty from divergent specialties into an open-ended, team-problem-solving process has obvious interdisciplinary overtones and side effects: "that each intern will see teaching as the common concern of faculty within a department as well as across disciplinary lines."

"Don't teach your students anthropology. Teach them to be anthropologists!" In other words, added philosopher team member Dr. Gene D'Amour, "help the students see that anthropology (or any other study) is not only a body of knowledge,but ethics, principles, prophecies, law-deductive explanations, predictions, interviews, control groups, digging, sorting and hard work."

Initially introduced in freshman engineering, the program is now used throughout WVU undergraduate chemical engineering (as well as in an engineering course at the University of Alabama), in wildlife management, counseling and guidance, and a course in drama history. And based on this concept is a new interdisciplinary course on the nature of evidence, drawing from the sciences, social sciences and the humanities.

Private foundations, perhaps innovation's strongest ally, promoted its design and implementation on the West Virginia campus, as well as proffered soft monies for its development on other campuses.

Professional Self-Renewal

"The half-life of knowledge in the professions has shrunk to perhaps five years, and those in active practice should constantly seek re-education," wrote Stanford professor Lewis B. Mayhew in a study several years ago for the Southern Regional Education Board. But the problem that such professional programs were rare in higher education was compounded by the fact that professional concerns were becoming increasingly multi-dimensional and coordinating such programs a difficult task.

Professional regeneration is more visible today, particularly in the larger institutions throughout the South.

☐ A new clinic at the University of Houston is an interdisciplinary base for such training, retraining and research for professionals, as well as for faculty and graduate student teams. A common concern, children with learning disabilities, is tackled from various angles — optometry, speech pathology and audiology, special education and psychology. "The synergetic effect of pooling resources," remarked one participant, "is certain to lead to a clearer and fuller understanding of the problem and ways in which it can be solved."

☐ Physicians are becoming more involved in areas not previously associated with primary care (rural health care, improvement of medical care at reasonable costs, family therapy, learning disorders and child abuse), and a clinical scholars program at the University of North Carolina at Chapel Hill exposes those physicians to a number of disciplines outside the normal realm of medical practice (epidemiology, statistics, systems analysis and behavioral sciences, among others).

☐ One of the country's first medical centers to offer its full support in the development and utilization of modern communication equipment to improve rural health care delivery, the Medical University of South Carolina sponsors education and planning conferences for a broad interprofessional team of scientists, physicians, communications experts and government officials.

Professional extension into other fields, Mahew advised, seems also to warrant a re-examination of undergraduate professional studies with an eye toward closer coordination of unrelated subjects. "Undergraduate professional training tends to be narrow and too closely tied to traditional departments, in contradiction to the present overlapping of professions into other fields," he warned, advocating the humanities as another important part of the professional curriculum, to prepare students for life and not just for their first jobs. "At least half of the undergraduate professional curriculum should consist of courses in the liberal arts."

☐ A new humanities-oriented program for pre-law students,

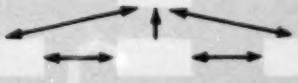
THE LEVELS OF SYNTHESIS

While the labeling of disciplinarity is a convenient means to identify, clarify or, simply, package the product, the selection of a particular process over another requires careful consideration of the field of study, the point of view, the level of theoretical integration, method of application, tools to be used, as well as goals sought.

The following levels of disciplinary study—the ones most often used in higher education and ones illustrated herein—are interpretations adapted from several sources, primarily from Dr. Jantsch:

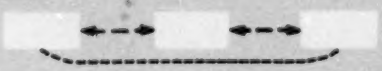
Disciplinarity is the traditional process of learning and investigation, a utilization of one particular field of study toward a goal of new knowledge.

Interdisciplinarity is marked by cooperation among various disciplines in the same science or academic area, leading to interaction and to a certain reciprocity of exchanges, resulting in mutual enrichment, such as the Liberated Life sequence at Davis and Elkins and the English-speech course at the University of Texas at Austin.

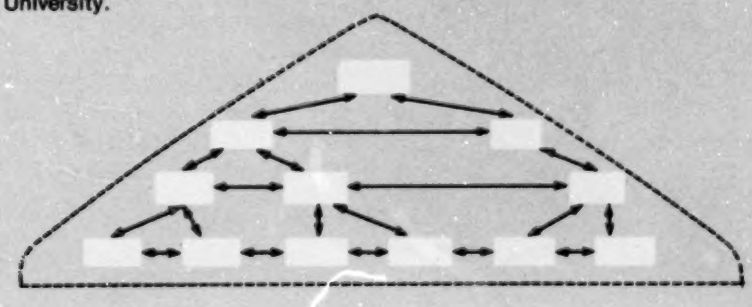


Multidisciplinarity occurs when the solution to a problem makes it necessary to obtain information from two or more sectors of knowledge without the disciplines drawn on being changed or enriched. Environmental or ecological institutes, health science or service centers—all draw energy from many and varied areas of expertise toward some meaningful conclusion without altering the normal academic process of each of the particular disciplines.

Pluridisciplinarity juxtaposes those disciplines assumed to be more or less related, grouped in such a way as to enhance the relationship between (or among) them, though without deliberate coordination of subjects, i.e., the combination of mathematics and physics courses, or the studies of Latin and French and Greek.



Transdisciplinarity establishes a common system of axioms for a group of disciplines not commonly related—a multi-level coordination of a large and varied set of academic sciences (usually involving the entire educational system), such as the four centers for public policy research at Vanderbilt University.



planned at Rice University next spring, bases curriculum study upon seven major disciplines and emphasizes historical, philosophical and cross-cultural approaches to legal problems and institutions. Philosophy department chairman Baruch Brody, who will help prepare the new curriculum, explained that the program is designed "to meet a growing need for non-professional yet law-oriented courses that will help shape significantly the humanistic backgrounds of future lawyers and of other professionals for whom the law is important."

That more than 50 colleges and universities across the country have requested details of the program, signifies a changing academic attitude and approach to professionalism.

Toward a Mission

Coinciding with Dean Rusk's speech last summer was the drafting of the SREB position statement on priorities for Southern postsecondary education. Among the nine recommended priorities was a mobilization of campus skills, talents and resources to "bring the problem-solving capabilities of higher education to the successful solution of governmental problems.

New arrangements are needed, the report continued, proposing that "institutes, centers and laboratories provide a mission-oriented structure that overcomes the many disadvantages of the academic department."

Part of student demands for relevance, in fact, is training to approach current issues and to participate in constructive and effective solutions. Meeting the needs of both students and society, Southern educators have begun systema-

tizing a variety of academic networks:

☐ Recent national sensitivity to ecology and environment, particularly among students, has resulted in scores of new undergraduate and graduate studies and research efforts. Environmental science has merged with agriculture and engineering on the University of Arkansas campus, and both the Bureau of Economic Geology at the University of Houston and the Institute for Environmental Sciences at LSU (Baton Rouge) interweave academic boundaries. Graduate research at the University of Georgia's Institute of Ecology combines studies of biology, botany, entomology, forest resources, environmental design, microbiology, statistics and zoology.

☐ The national problem of traffic accidents has been a multidisciplinary team-research effort at the University of Kentucky college of engineering.

☐ Complexities of urban life have merged academically, rousing student interest and involvement. Interdisciplinary study and internships programs on campuses such as Xavier, Fisk and Georgia State universities contribute to tangible development of communities surrounding the schools. The University of Texas at Austin begins a similar project next spring.

☐ The search to understand different cultures, domestic and international has prompted a combination of inter- or multidisciplinary programs on many Southern campuses, from small institutions such as Washington College in Maryland to Texas Christian University, which incorporates the departments of economics, geography, governmental history, languages, psychology, sociology and economics for its programs in American civilization and comparative world studies.

☐ A neglected social ill particularly affecting the South, the plight of rural society, was previously an inconspicuous facet of agricultural or social studies. Now teams from other academic corridors—medicine, veterinary medicine, law, nursing, engineering and business—have coordinated and merged studies and internships in rural community development, as mentioned in the March 1976 *Regional Spotlight*.

Interdisciplinary campus courses, emanating primarily from agricultural schools are opening to non-agricultural majors with studies of man, land and hunger, environmental quality, and conservation of natural resources. Those universities offering such courses—primarily land-grant institutions—report capacity-class enrollment. West Virginia University awards a new interdisciplinary B.A. degree in Appalachian Studies, fusing courses in 10 subject areas.

Among other new efforts in rural development is an agribusiness institute at West Texas State University, bringing together the research and educational programs of its business and agricultural schools.

Rural research institutes, centered at university sites in most SREB states, draw talent from all disciplines to help identify rural needs and plan appropriate remedies. Large interdisciplinary research complexes, such as these, do not rely on the incorporation of available university offerings. Rather, with major funding resources emanating primarily from governmental or private foundations, institute purposes are founded more upon mission than teaching, drawing professional strengths for research and service rather than for student education. There are exceptions, however, whereby students participate in both training and service:

The University of Virginia's Center for the Study of Science, Technology and Public Policy, involving faculty from 13 disciplines, students and practicing lawyers, is a major vehicle for research and teaching of nuclear energy policy and problems and is now expanding into new areas: the urban corridor in Virginia, and biomedical science and public policy. Although center efforts focus upon policy studies of social problems rather than actual problem remedies, one of the studies cataloged some social needs in two Virginia counties and inspired student-initiated rural community improvements in those counties.

Four centers at Vanderbilt's new Institute for Public Policy Studies embrace transdisciplinary and transuniversity research, instruction and service in public policy issues of (a) urban and regional development, (b) natural resources utilization and environment, (c) health and human services delivery systems, and (d) families and children.

Drawing its resources from all university disciplines—arts and sciences, divinity, engineering, law, management, nursing and the graduate school—the Institute is closely allied to the Nashville University Center (Fisk University, George Peabody College's John F. Kennedy Center for Research on Education and Human Development, Meharry Medical College and Vanderbilt) and is affiliated with the Urban Observatory of Metropolitan Nashville and the Oak Ridge National Laboratory.

Exemplary of Institute procedures, its youngest project, The Center for the Studies of Families and Children, funded earlier this year, aims its fundamental strategies toward identification of major topics—family support programs, state or national day care programs, health services for children,

mental health, education, corrections, welfare, divorce laws, housing, and other large-scale policy-related matters likely to have a substantial impact on families and children, according to Center director Nicholas Hobbs.

Center objectives go beyond research on matters affecting public policy decisions and beyond study of the policy-making process. "We intend to discover ways in which university-based scholars and scientists can participate appropriately in the actual making of policy decisions affecting families and children," Dr. Hobbs said. "And we hope to do more than provide the expert opinion of individuals on an *ad hoc* basis by making available to governmental bodies the talents of our organization."

While not limiting its concerns to issues affecting the South, he continued, "the Center will promote a special awareness of regional problems."

In varying dimensions, though perhaps not of such magnitude, the multidisciplinary resources of Southern higher education, particularly in land-grant institutions, traditionally have been or call to

Faculty Looks at Interdisciplinarity

An SREB sampling of Southern faculty opinion by *Regional Spotlight* reveals enthusiastic endorsement of interdisciplinary study, counterbalanced by warnings of obstacles surrounding such an undertaking. Although many of these faculty observations may be interpreted as discouragement in planning and establishing such ventures, if viewed in a more positive perspective the comments could serve as a priorital prescription for an effective program:

Faculty Responsibility

"Interdisciplinary involvement is a mutual process of discovery. As I see it, among some faculty there is a general unwillingness, due perhaps to lack of time, to learn with the students."

"We were asking students to make an effort at interdisciplinary thinking that we were not making ourselves. Perhaps this is the most serious flaw in the whole undertaking."

"We don't always have time to keep in touch with what our colleagues are doing. Attendance at coordinative staff meetings is essential."

"Each professor feels responsible only for his own field of specialization and bears no obligation to make explicit the larger intellectual context in which that specialization is set. Faculty sense a certain danger in crossing academic barriers. We fear we may end up with a general—and unmarketable—specialty. It is an unfounded fear."

"Faculty involved in team-teaching are under constant peer scrutiny."

Interdisciplinary Planning

"We mistakenly began planning our program before we determined its policy. Know where and at what you are aiming. The choice of which interdisciplinary level is critical."

"Plan the program for sense and significance. Be aware that some courses simply don't blend."

Student Participation

"Indiscriminant mixing of students is often a problem. Because of past conditioning to ordered and accumulated learning, many are unable to accept such an unstructured and, many times, inconclusive situation. Perhaps interdisciplinary study should avoid students whose expectations are irremediably conventional."

"One area of proficiency often serves as a valuable and necessary pivot to other areas of student. Students aiming toward generalization should, first, perhaps, master one particular field."

Assessing the Process

"Interdisciplinary study is not as neat or conclusive as standardized courses. Some argue we are lowering intellectual standards, sacrificing breadth for width."

"Working outside the conventional structure is costly in time, energy and general strain. Its only conceivable justification is that it opens up educational territory that would otherwise remain unexplored."

But the results of a successful interdisciplinary program "surely justify the many hazards involved," remarked one professor. Other faculty members lend additional support.:

"The standardization of courses and institutional rigidities simply do not make room for the human in its varying sizes and shapes."

"The interdisciplinary method is a humanizing educational process. The real problems of the individual, or of the world, are rarely categorical."

"Through fractional education, we impart a specific knowledge. Interdisciplinary education extends beyond mere knowledge acquisition; it teaches the student how to seek additional information and, most importantly, to assimilate it. This firsthand knowledge is the ultimate basis of intellectual life."

"Whether the students learn more than they would otherwise is debatable. What is evident is that they learn a different kind of thing."

"It provides alternative routes to a degree as well as alternative degrees. From there, alternative futures."

Recounting his own experiences at interdisciplinarity, Amherst professor Leo Marx perceived, perhaps, its strongest enticement to faculty: "Collaborative inquiry requires hard, restrained intellectual work by able scholars who respect each other and are exhilarated by the prospect of creating together what none of them could have created alone."

serve regional needs.

"Whether universities *should* be this deeply involved in the affairs of society is something else again," debated Charles Silberman in his book *Crisis in the Classroom*. "Should universities and colleges retain or rebuild their ivy walls, or should they breach the walls and immerse themselves in the affairs of their immediate neighborhood or the larger communities they serve? . . . Should they prepare students for a wide variety of professions and occupations, or should they limit themselves to more traditional, or liberal, education?"

It is generally perceived that isolation and containment—for the individual, for the academics, for society—denote a fading era and that, as Dean Rusk urges, people must be trained who can see and, hopefully, solve the whole issue.

"The relative importance of the future of postsecondary institutions," predicts Russell Mawby of the W. K. Kellogg Foundation, "will be determined by how well they continue to serve to meet the needs and the expectations of society-at-large."

Whatever future returns the public may gain from higher education—indeed, the essential value of higher education—seem to lie in the synthesis of research, service and trained manpower toward full human development—and consequently toward the improved quality of life in this society. The interdisciplinary approach will most certainly be one of the more vital and valid instruments education can employ toward that end. ■

Next Issue's Topic

Colleges and universities are invited to send information relevant to the February *Regional Spoilight* theme: Preventive Health Care—an increasing thrust in health education, involving schools of education, medicine, nursing, public and allied health, and social work. Deadline: 1-3-77.

News From The Region

Funded by the National Institute of Mental Health, **Duke U.'s** Center for the Study of Aging and Human Development will establish a research training program, focusing primarily on the middle years of life and the development of adult behavior. The grant will support five post-doctoral research fellows working in a multidisciplinary program in clinical psychology, psychiatry and sociology.

Texas Southern U. has been awarded a $60,000 HEW grant to initiate a talent search project among low-income families, to encourage postsecondary educational opportunities for youths with financial and personal problems and to off-set high-percentage drop-out rate among that targeted group.

Two Georgia institutions have received sizeable grants to boost study in the humanities: **Spelman College** was awarded $200,000 from the National Endowment for the Humanities to establish a program of upper-division, interdisciplinary courses focusing on human values and value conflicts in various types of institutions and professions; and **Emory U.'s** $600,000 from the Andrew W. Mellon Foundation of New York will provide teaching and reseach opportunities for young scholars in the humanities, with $100,000 earmarked for a minimum of eight fellowships during the next three years.

The **Rice U.** humanities program has also received a $600,000 Mellon grant, similar to Emory's, to provide teaching experience at the university for young scholars. Announcing the new funds, university president Norman Hackerman remarked that "for several years enrollment patterns and fiscal restraints have prevented many of our departments, especially in the humanities, from hiring new members. The Mellon funds will enable Rice to create new and attractive positions for promising humanist scholars and will allow the university, at the same time, to continue to thrive as an outstanding independent institution of higher education."

To assist low-income students with educational plans beyond the high school level, a $258,750 HEW grant has been awarded **Alabama A&M U.** The university is one of 12 selected by the federal government as an Educational Opportunity Center.

Funds from a $42,776 HEW grant to **Albany State College** (Ga.) will be used to provide student support, as well as to develop an interdisciplinary academic program in the study of gerontology.

One of the major features of the Canadian Studies Center at **Duke U.** is the development and encouragement of teaching about Canada at 13 college and universities in the Southeast. And a recent $250,000 grant from the Andrew W. Mellon Foundation of New York City will add substantial impetus to this and other center projects. Initially, the grant will provide for increased assistance to those associated universities within the region by offering faculty participation in center seminars. Expanding research in Canadian problems, providing for research travel grants and graduate fellowships will also result from foundation funding according to the director of the three-year-old center, Dr. Richard A. Preston.

Research in a multidisciplinary clinical cancer education program at **West Virginia U.** will continue with a $81,385 funding from the National Cancer Institute. Another $16,500 NCI grant will sponsor multidisciplinary studies and investigations of leukemia.

More than $1.8 million from outside funding sources have been received by the **U. of Texas** at

Austin school of social work during the 1976-77 academic year. The grants are used for student and staff support, research, training and field instruction projects.

To encourage a study not traditionally part of the community college curriculum, Latin American culture, the **U. of Texas** at Austin has received a $62,896 National Endowment for the Humanities grant. "The community college is one of the major resources for continuing adult education," remarked Dr. Edward Glab, Jr., director of the multicultural and multidisciplinary project. "As such, it is an increasingly important vehicle for bringing about improved citizen education in world affairs."

For Further Reading

Information on publications listed below may be obtained through author or publisher:

Center for Educational Research and Innovation, *Interdisciplinarity: Problems of Teaching and Research in Universities*, OCED Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006, 1972.

Change in Liberal Education, an action research project sponsored by AACJC, AAUP, AAC, NASULGC, Research Directory Number 1, January 1976.

"Interdisciplinary (That Much Abused Word)," *Teaching and Learning Issues*, Learning Research Center, The University of Tennessee, Knoxville, Winter 1976.

Marx, Leo, "Can We Create Together What We Can't Create Alone?" *Change* magazine, Summer 1975.

Mayhew, Lewis B., *Changing Practices in Education for the Professions*, SREB Research Monograph No. 17, 1971. Out of Print.

Milton, Ohmer, *Alternatives to the Traditional*, Jossey-Bass, San Francisco, 1972.

Piaget, Jean, *Main Trends in Interdisciplinary Research*, Harper and Row, New York, 1973.

Priorities for Postsecondary Education in the South: A Position Statement, Southern Regional Education Board, 1976, $2.

Renewal: Institutional Change and Professional Development, Davis and Elkins College, Elkins, West Virginia 26241, 1975.

Silberman, Charles, *Crisis in the Classroom*, Random House, New York, 1970.

Wales, Charles E. and Robert A. Stager, *Guided Design*, West Virginia University, Morgantown, West Virginia, 1976.

For specific teaching styles and programs in interdisciplinarity, write Educational Resources Information Center, National Institute of Education, Washington, D.C. 20008.

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